

2

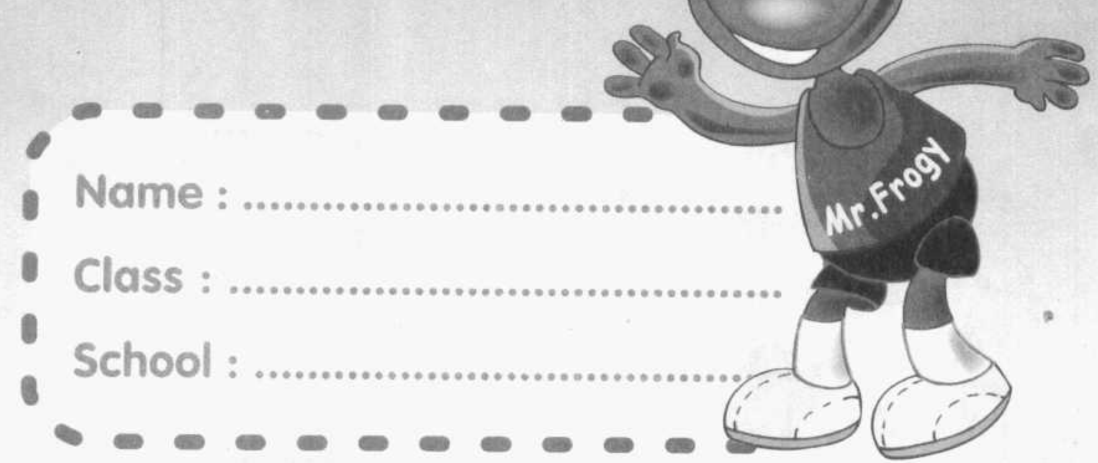
New Horizon

Counting Book



By: Hussam Akabawi

Hello, My name is Mr. Frogy.
What is yours ?



By:

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New Horizon
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Revision

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

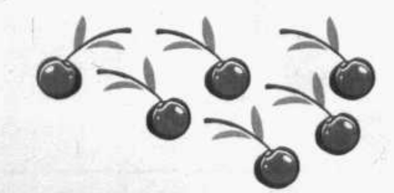
Match











7

Circle the bigger number in each

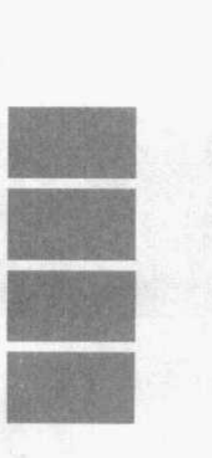
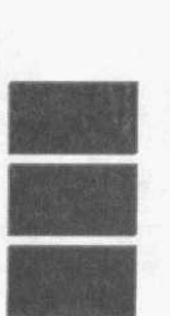
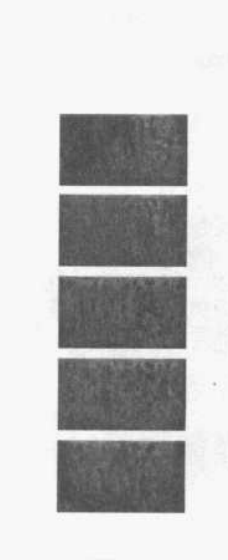
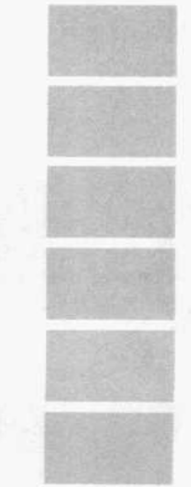
6	4
3	5

8	10
7	5

1	3
5	7

6	4
8	5

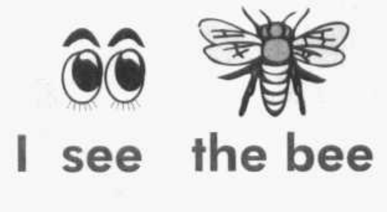
Draw blocks to reach 7

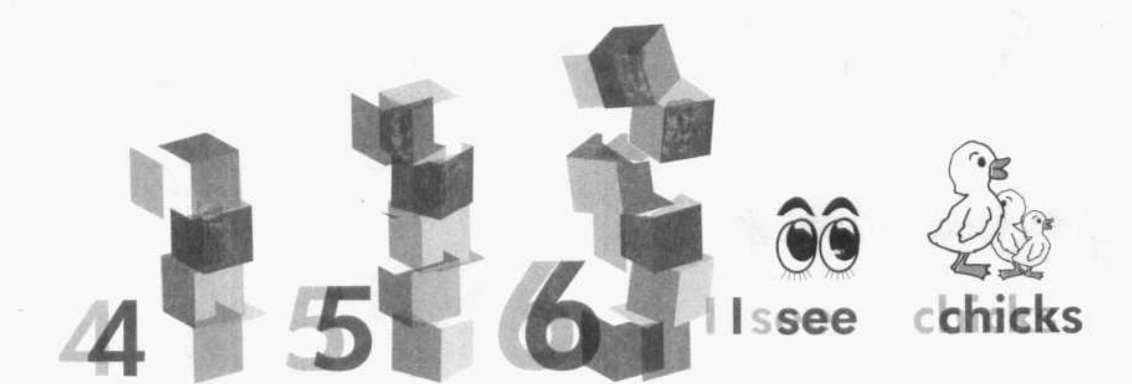





Listen & Say









The teacher will use the rhyme to help the kids in memorizing the sequence of numbers from 1 to 10 including their escalating values from1 which is the smaller number to 10 which is the higher one.The teacher will use memics and guestures including point to himself when he says the word "I" and point to his eyes when he says the word "see".......etc. He will also encourage the kids to repeat the rhyme after him using the same memics and guestres.
The teacher can repeat the rhyme several times in several occassions till the kids memorizing it.



7

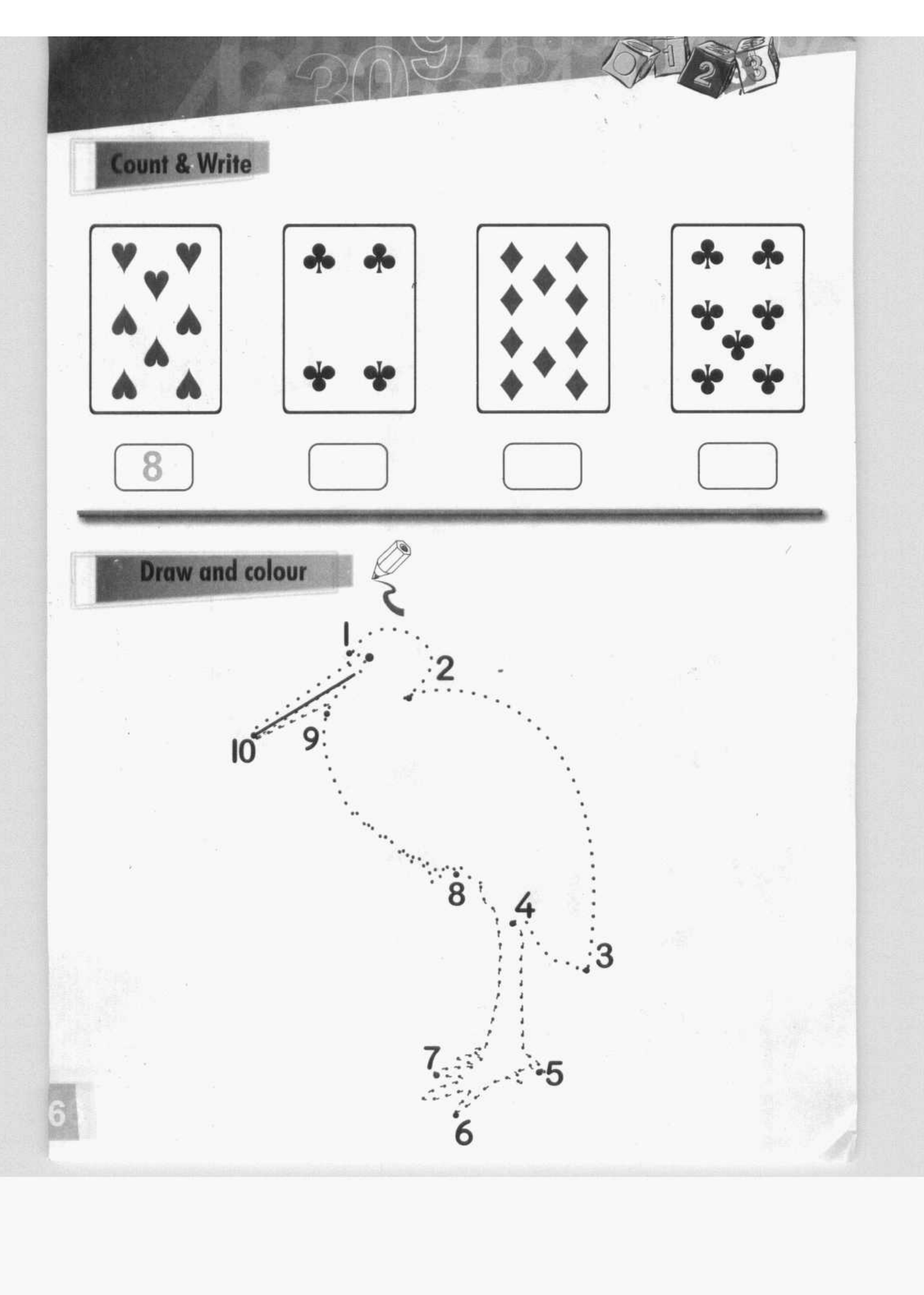
8

Open the gate

9

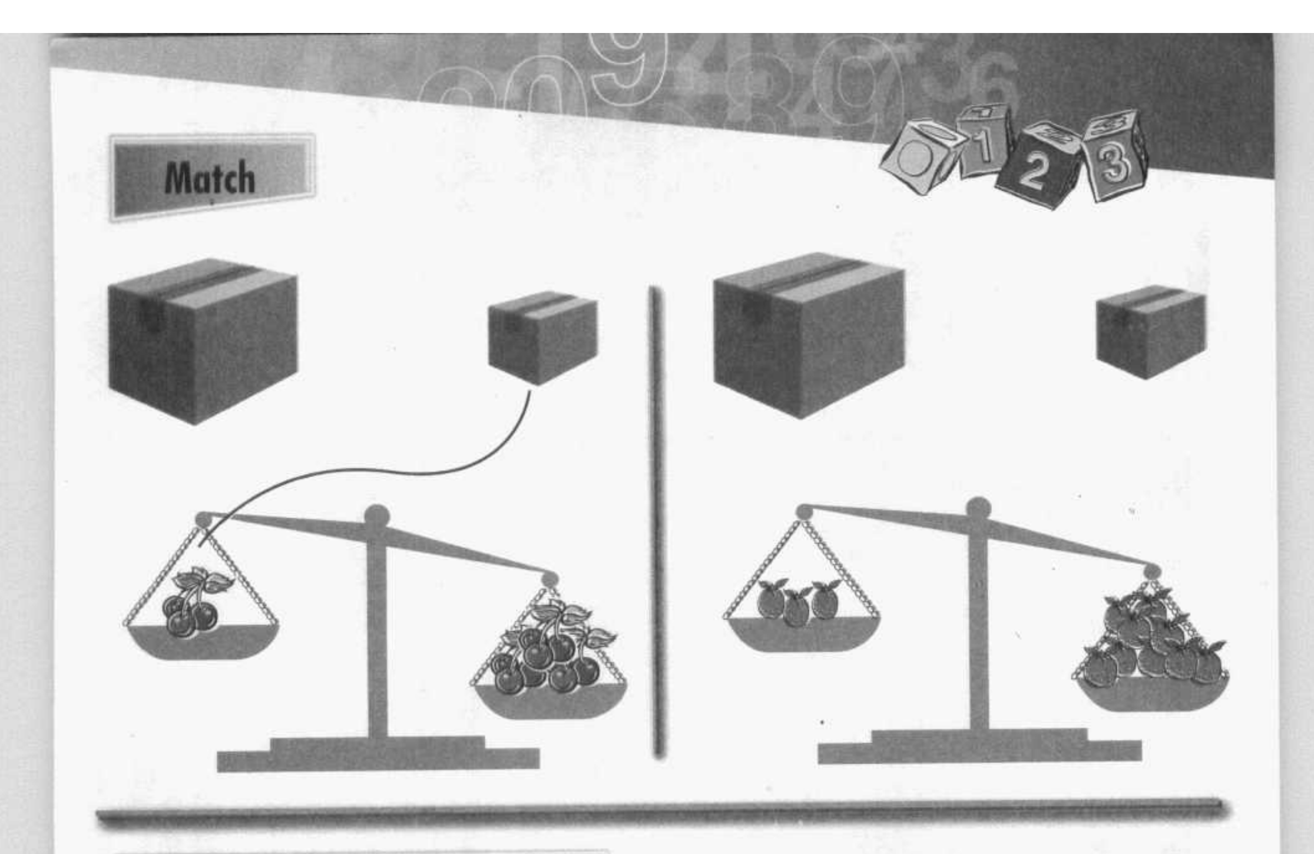
10

Where is the pen?

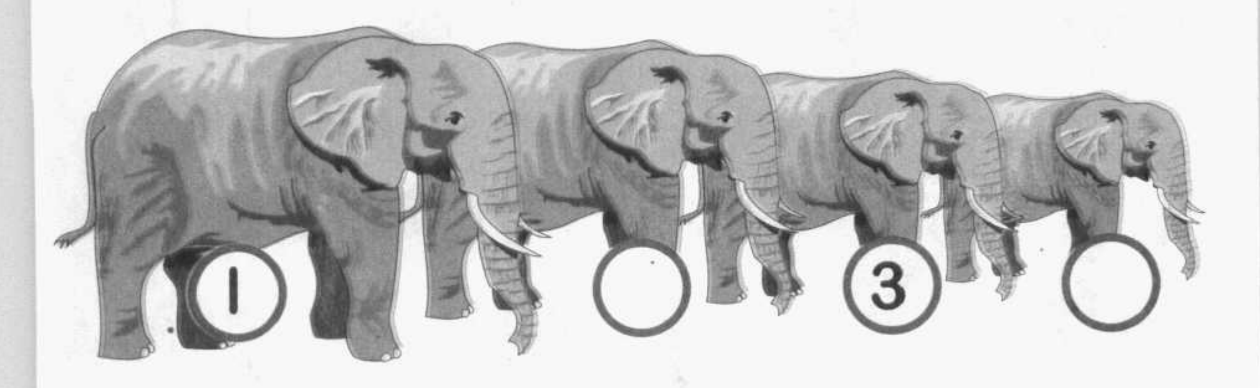


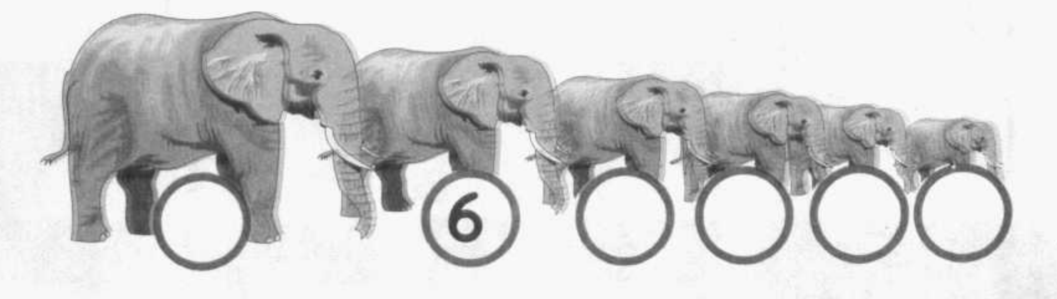
Count & Write
8
Draw and colour
1
2
3
4
5
6
7
8
9
10

Match



Write the missing number





11

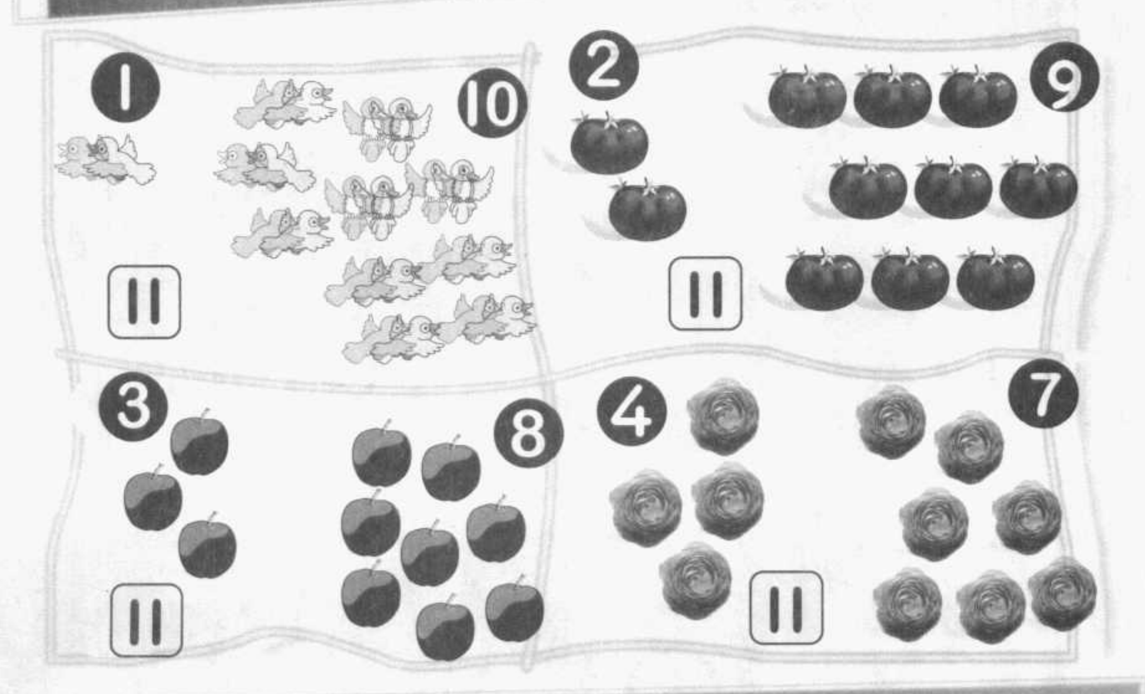
1 2 3 4 5 6 7 8 9 10

11

Trace and write

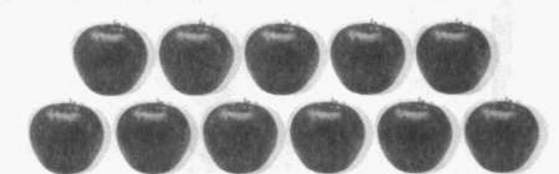
11 11

The number components

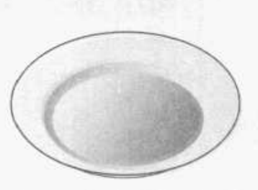


The teacher will tell the child that numbers have diffrent components number 11 consists of (1, 10), (2,9), (3,8) .... etc. The teacher encourages his children to tell him other components .This stage is a prepration for the child to learn adding and subtraching leater on.

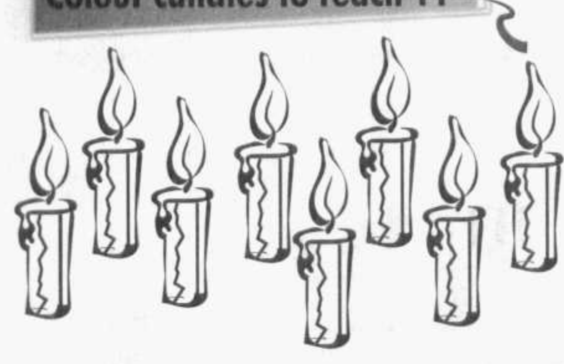
Form 2 different components





Colour candles to reach 11

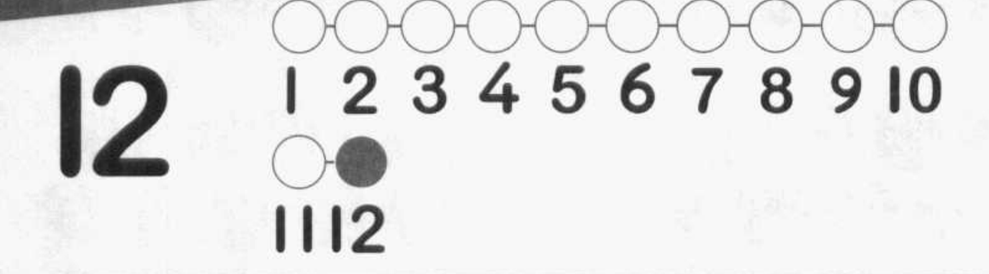



Count and write the number




The child will draw the apples in the plates to form eleven in every 2 plates.

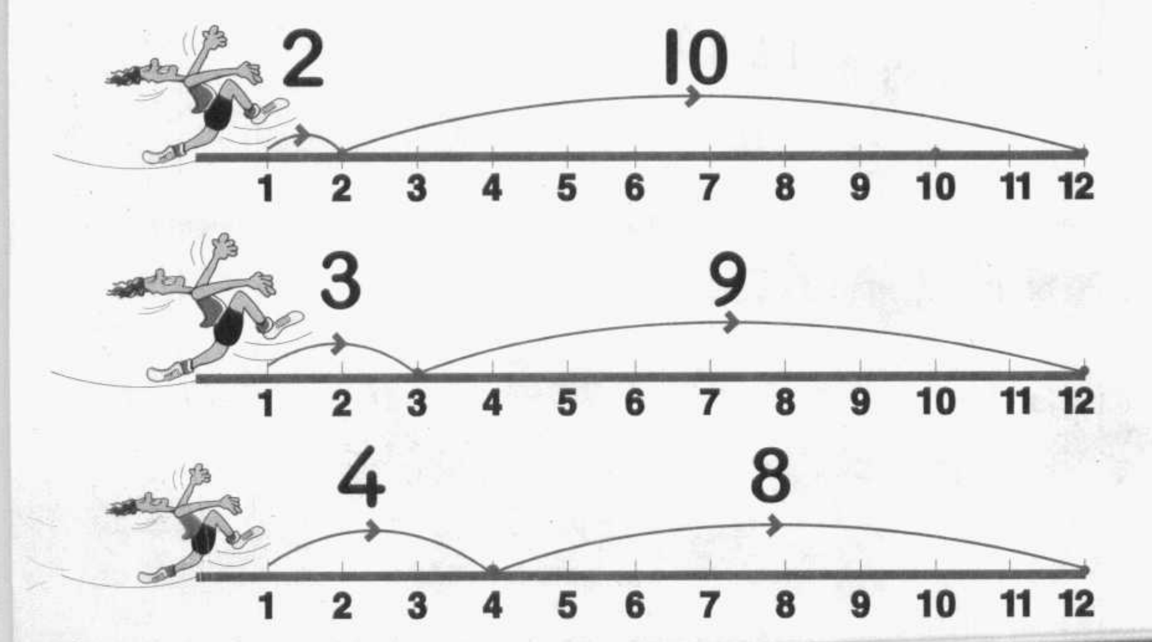
12



Trace and write

12 12

The number components



The teacher explains that the child has to jump 12 numbers on 2 stages (10, 2) (9,3) ..... etc.
He encourages the kids to form other stages .


Write the missing numbers
1
2
8
5
Count, colour and circle
10 11 12
10 11 12
10 11 12
11

13

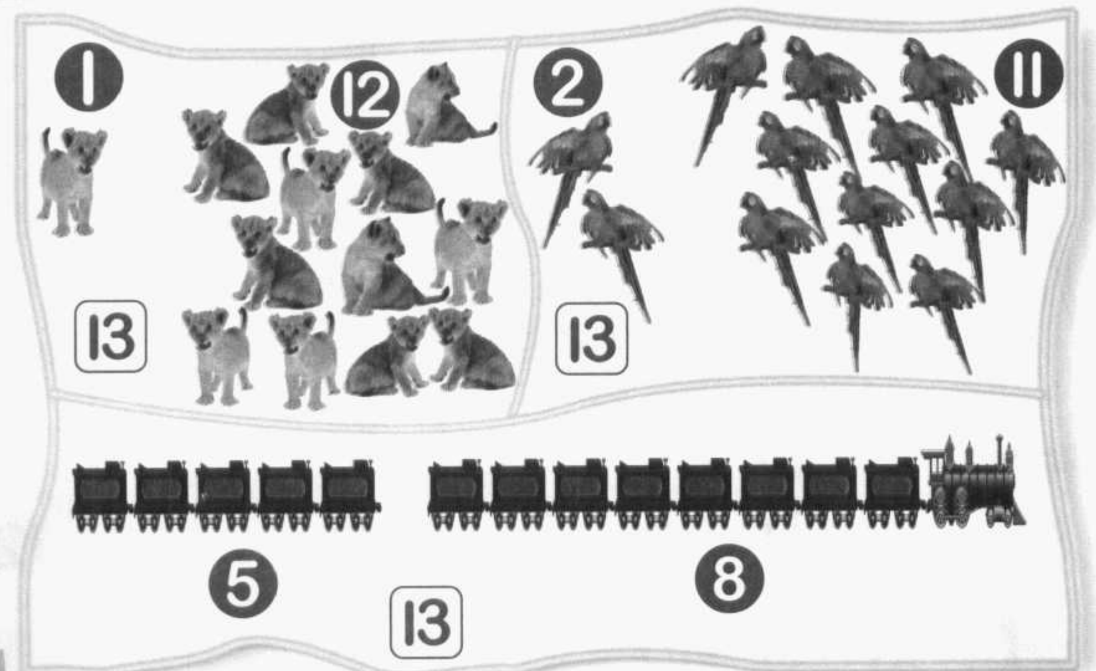
1 2 3 4 5 6 7 8 9 10

11 12 13

Trace and write

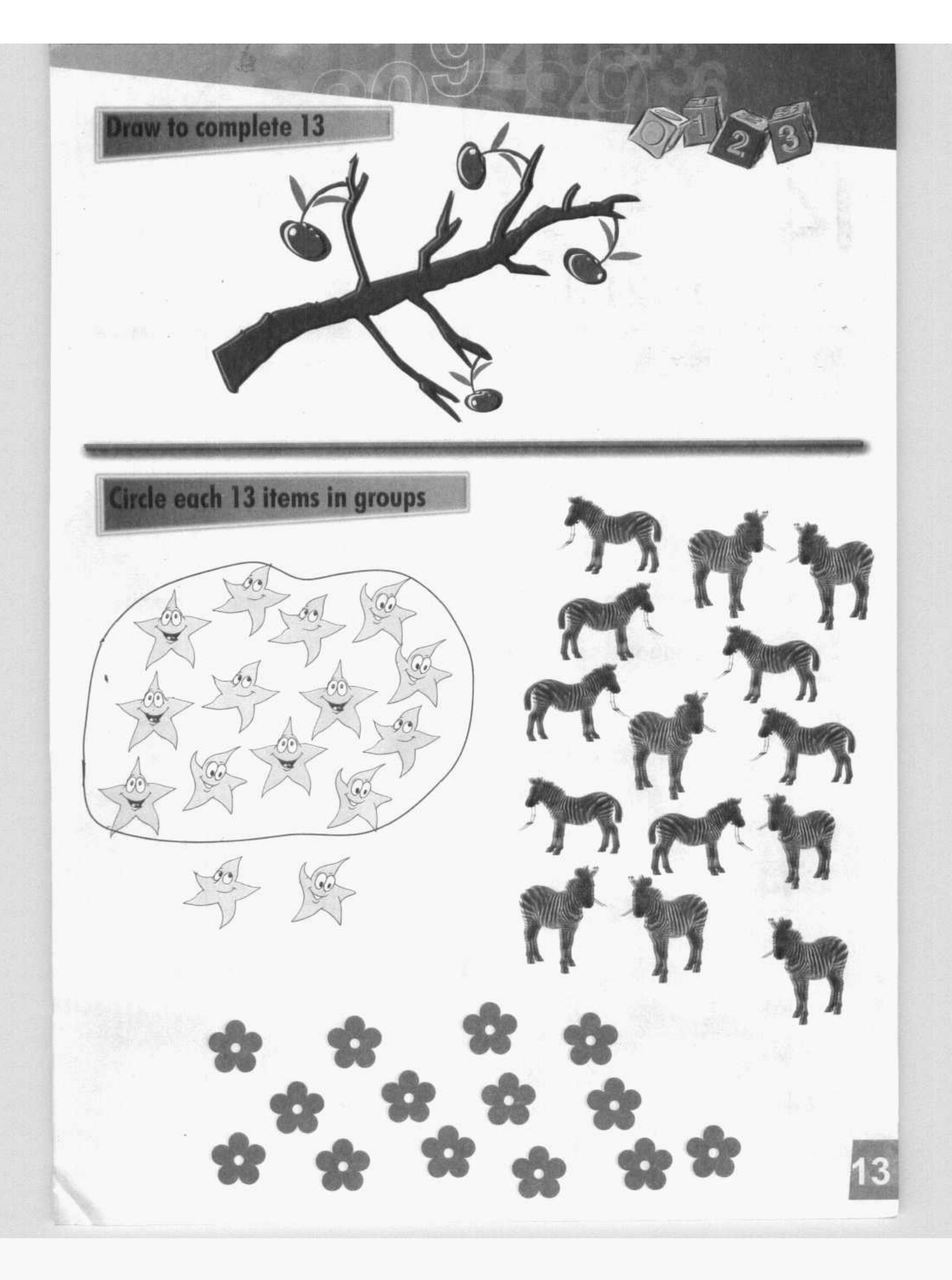
13 13

The number components



Draw to complete 13

Circle each 13 items in groups



14

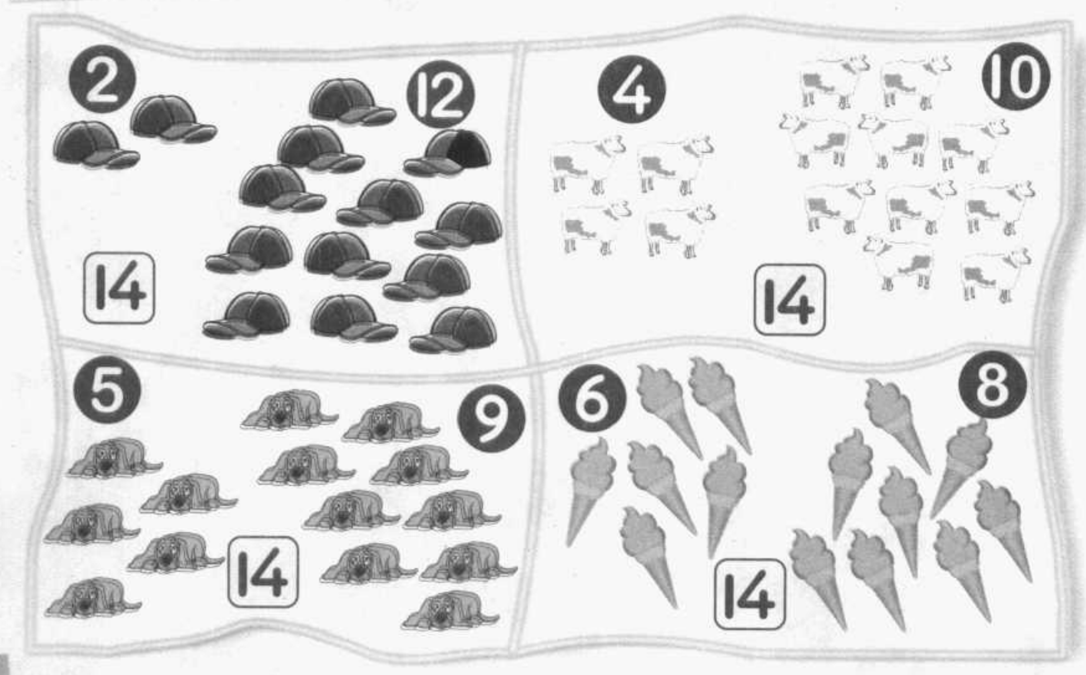
1 2 3 4 5 6 7 8 9 10

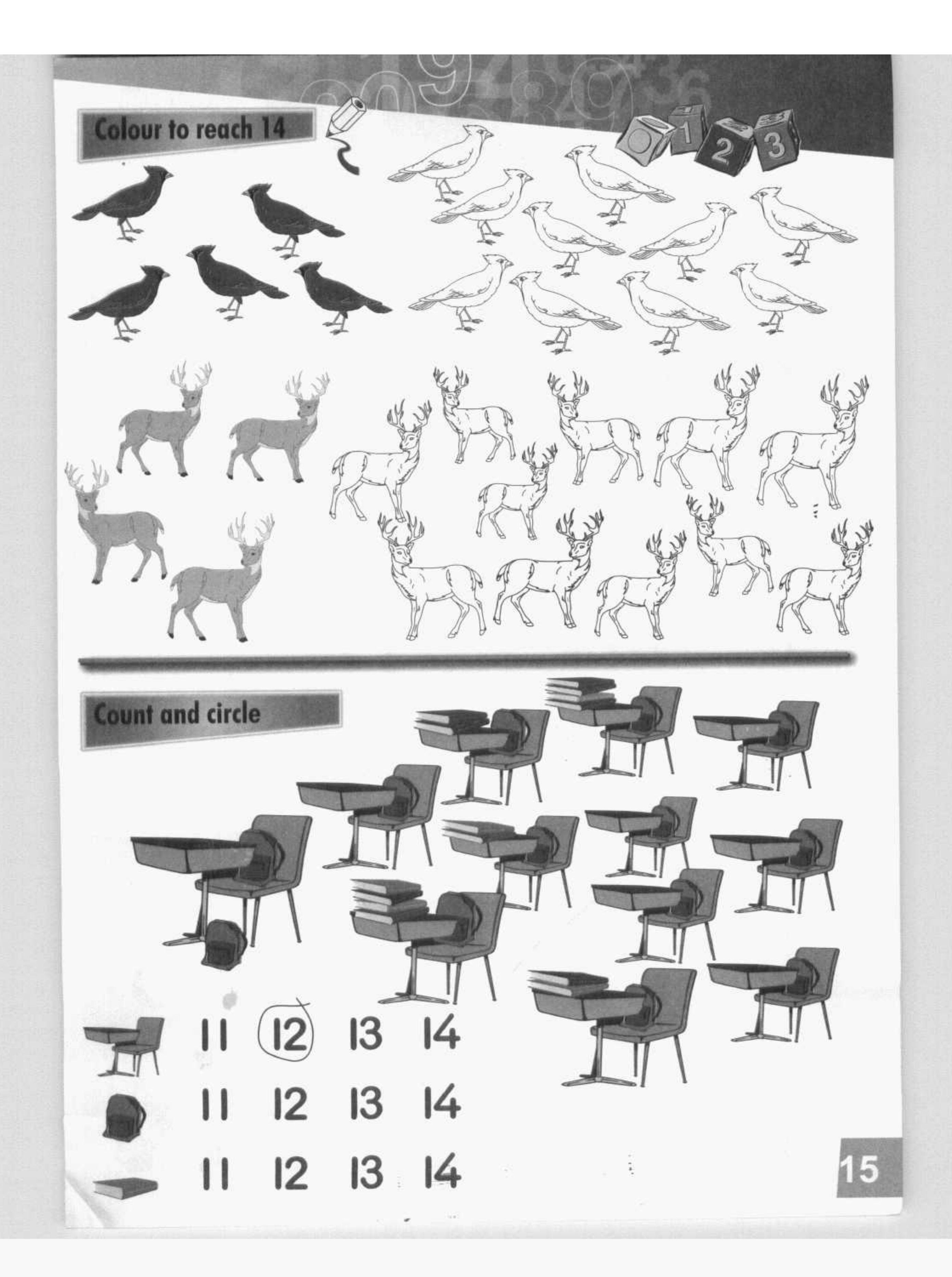
11 12 13 14

Trace and write

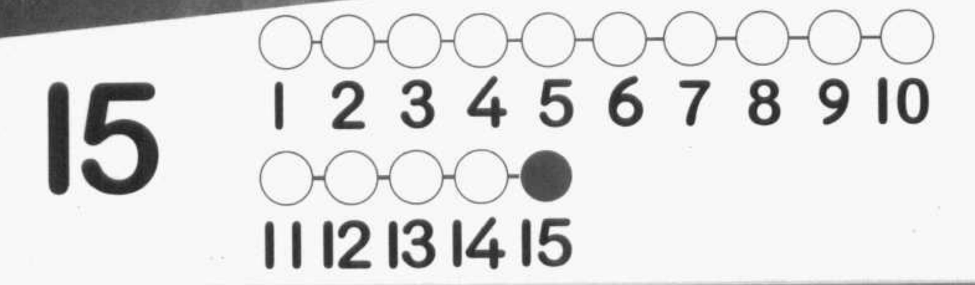
14 14

The number components



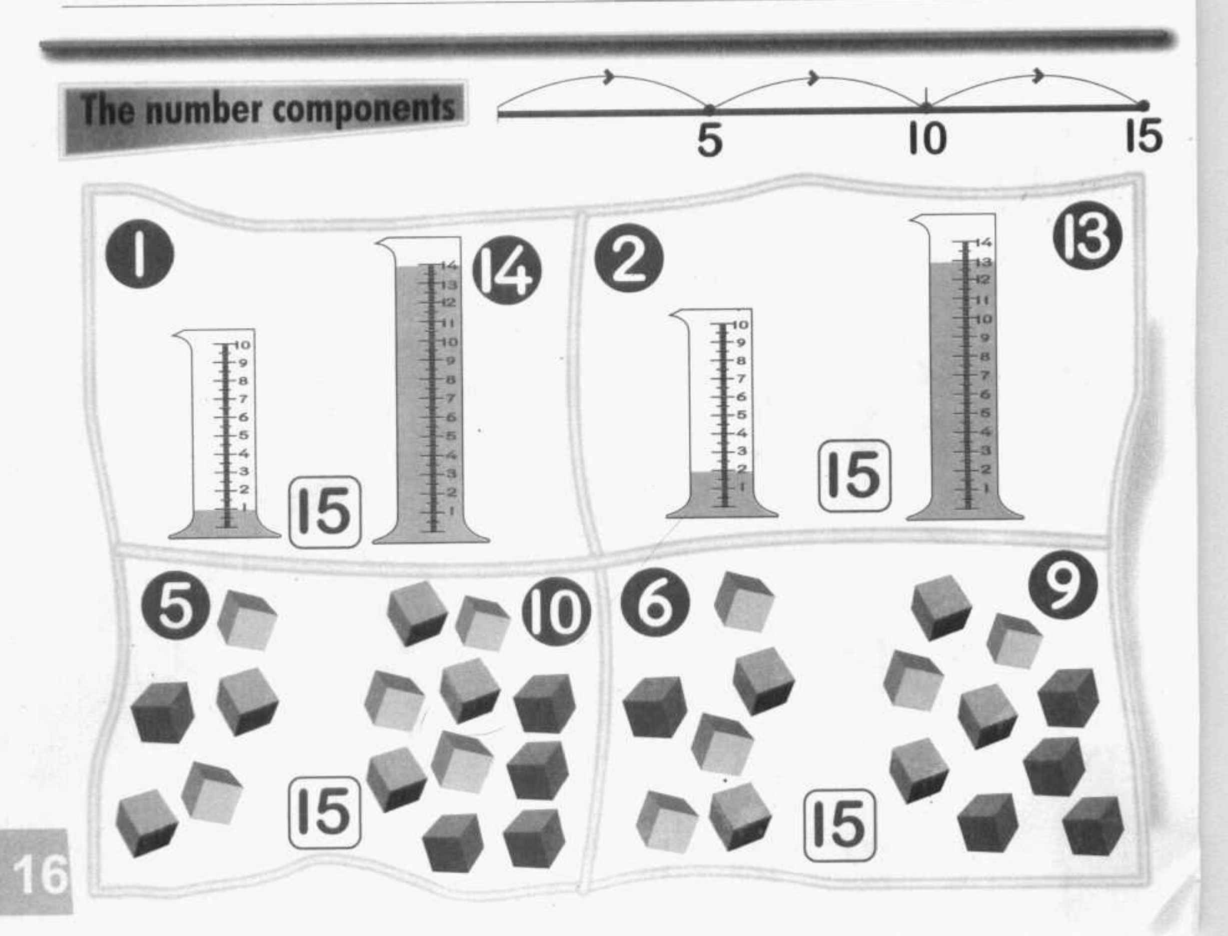

Colour to reach 14
Count and circle
11 12 13 14
11 12 13 14
11 12 13 14

15



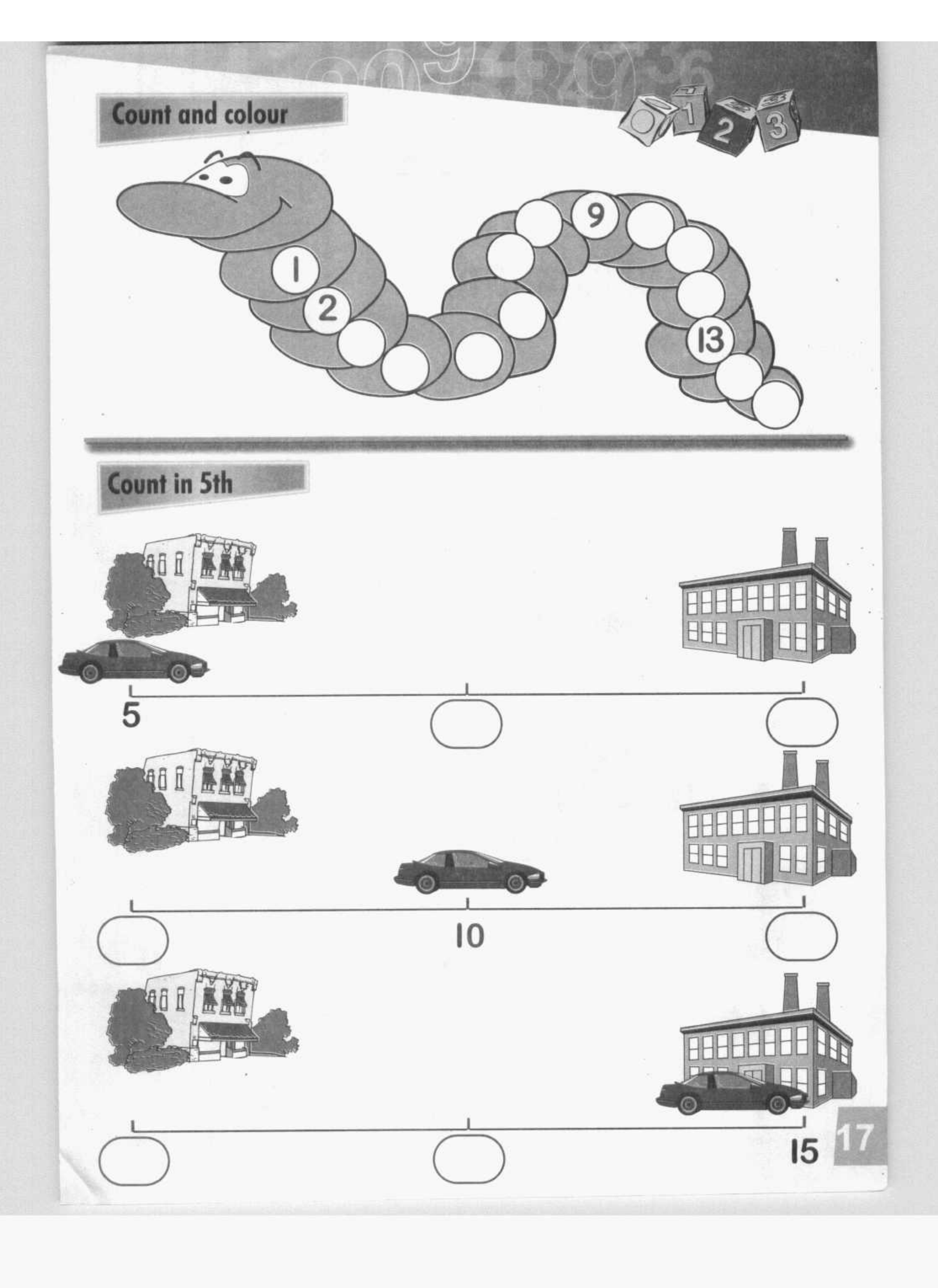
Trace and write

15 15



Count and colour

Count in 5th



16

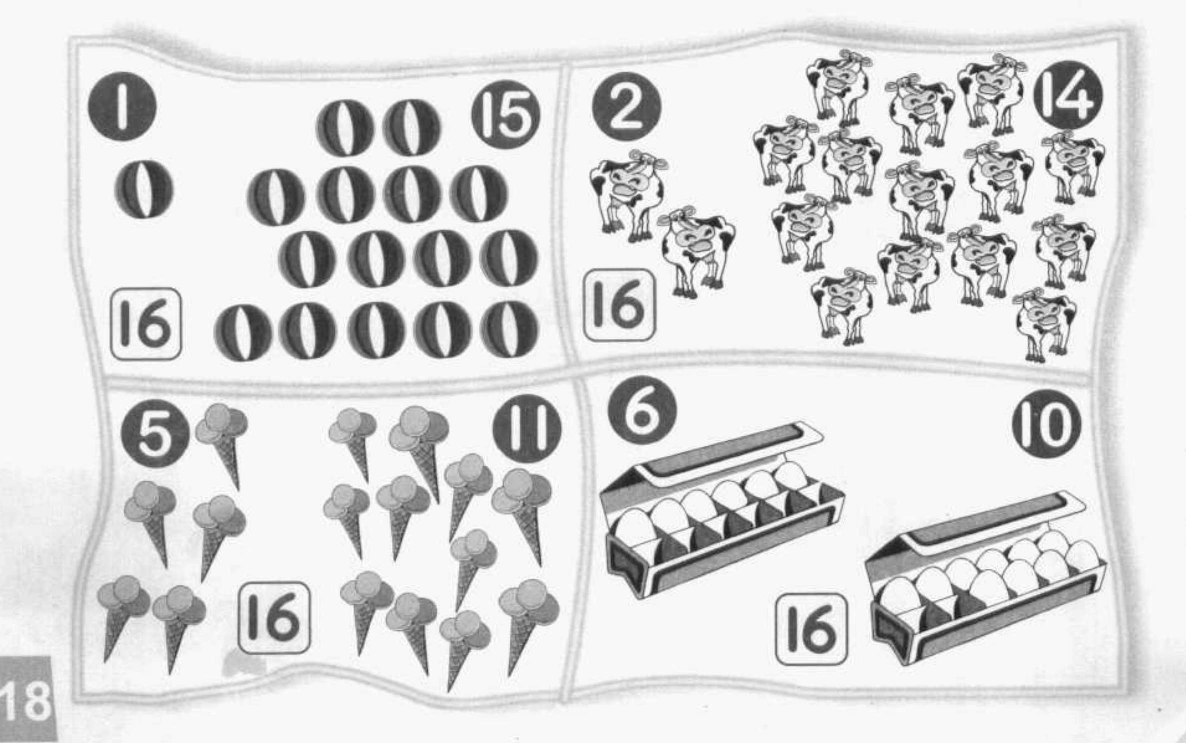
1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16

Trace and write

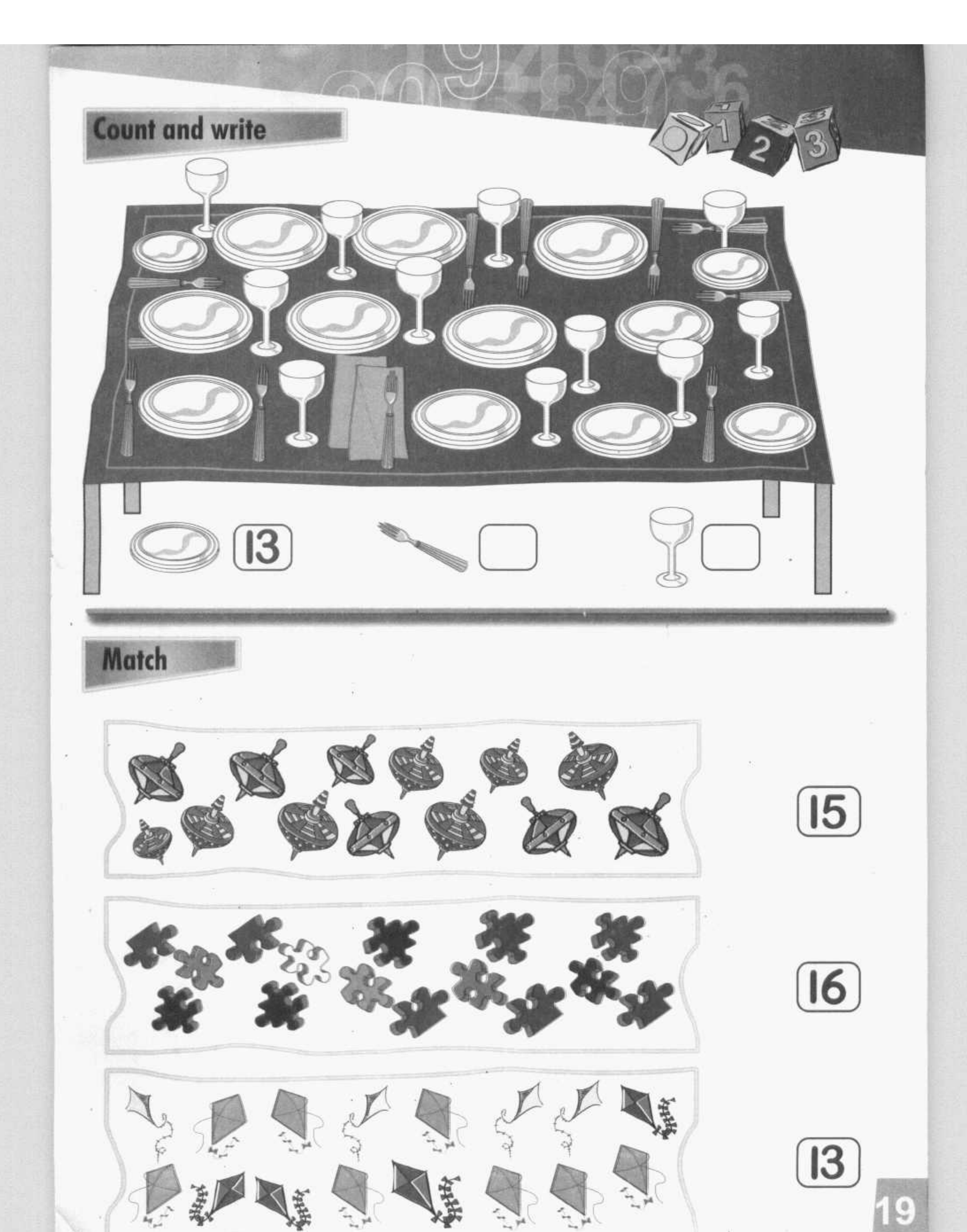
16 16

The number components



Count and write

Match



17

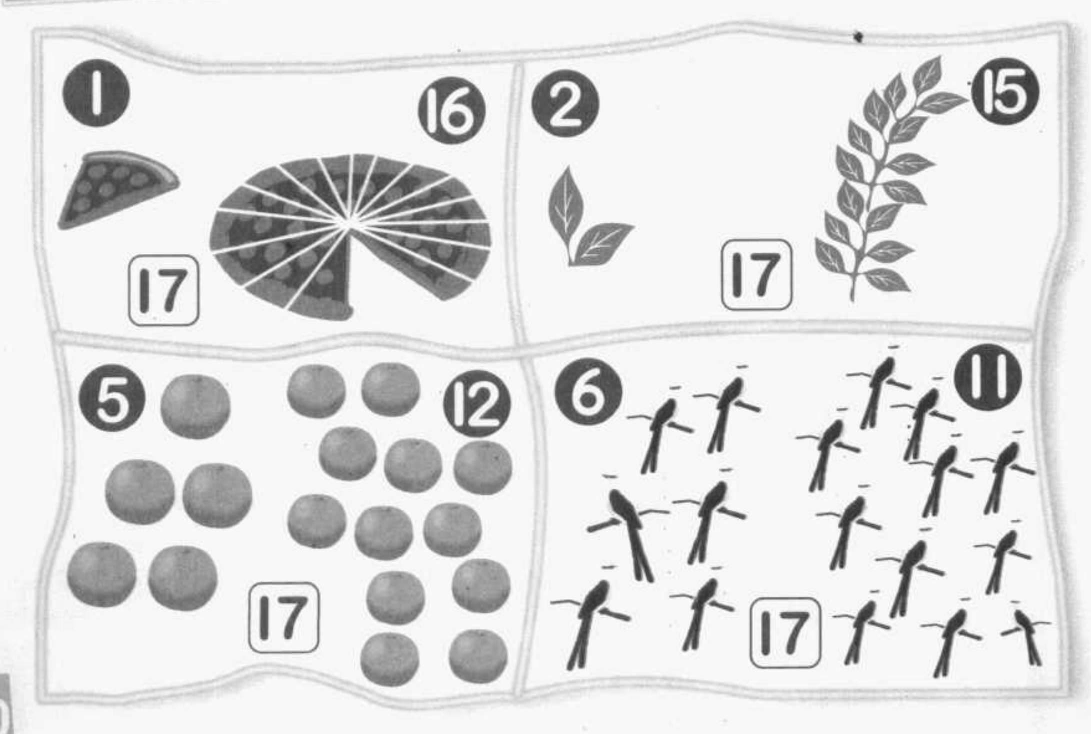
1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17

Trace and write

17 17

The number components

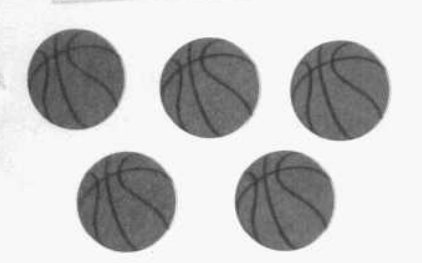




Colour the bigger number

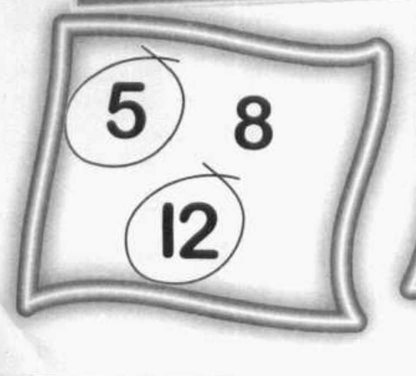
14 15 | 17 13 | 10 17

Draw to complete 17





Circle the numbers to form 17



5 8 12

4 9 8

10 7 2

18

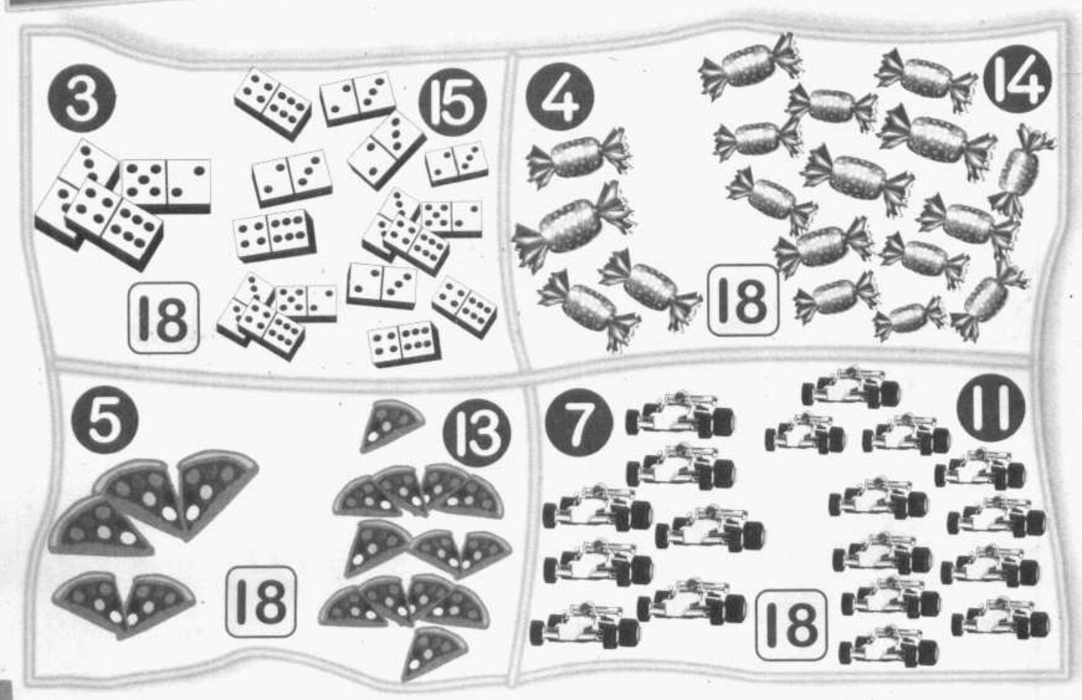
1 2 3 4 5 6 7 8 9 10

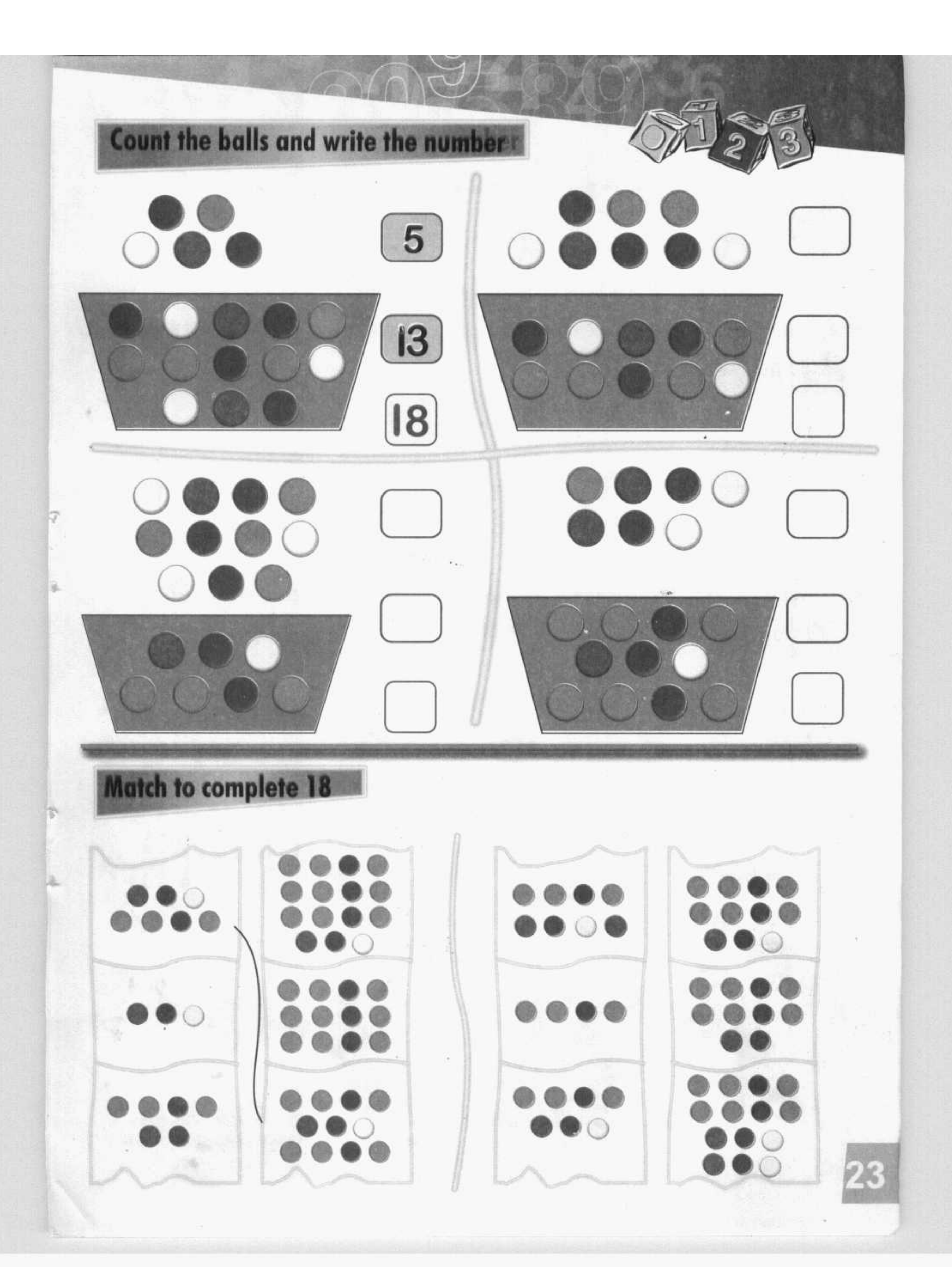
11 12 13 14 15 16 17 18

Trace and write

18 18

The number components





Count the balls and write the number
5
13
18
Match to complete 18
23

19

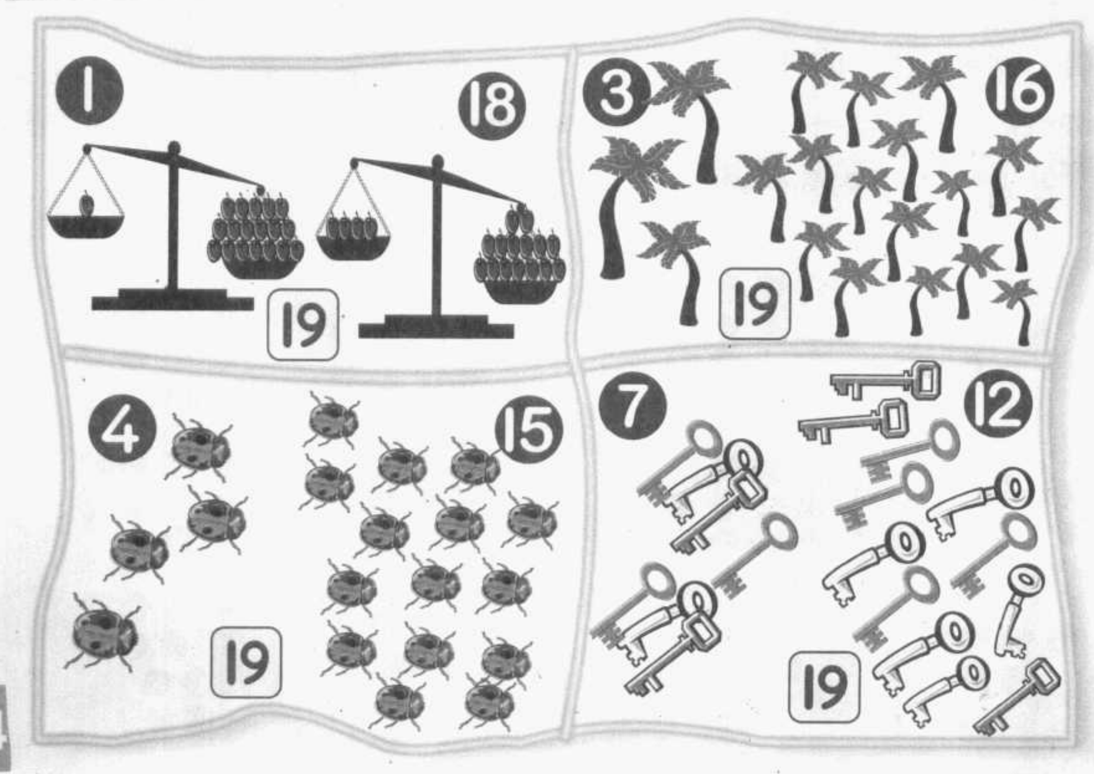
1 2 3 4 5 6 7 8 9 10

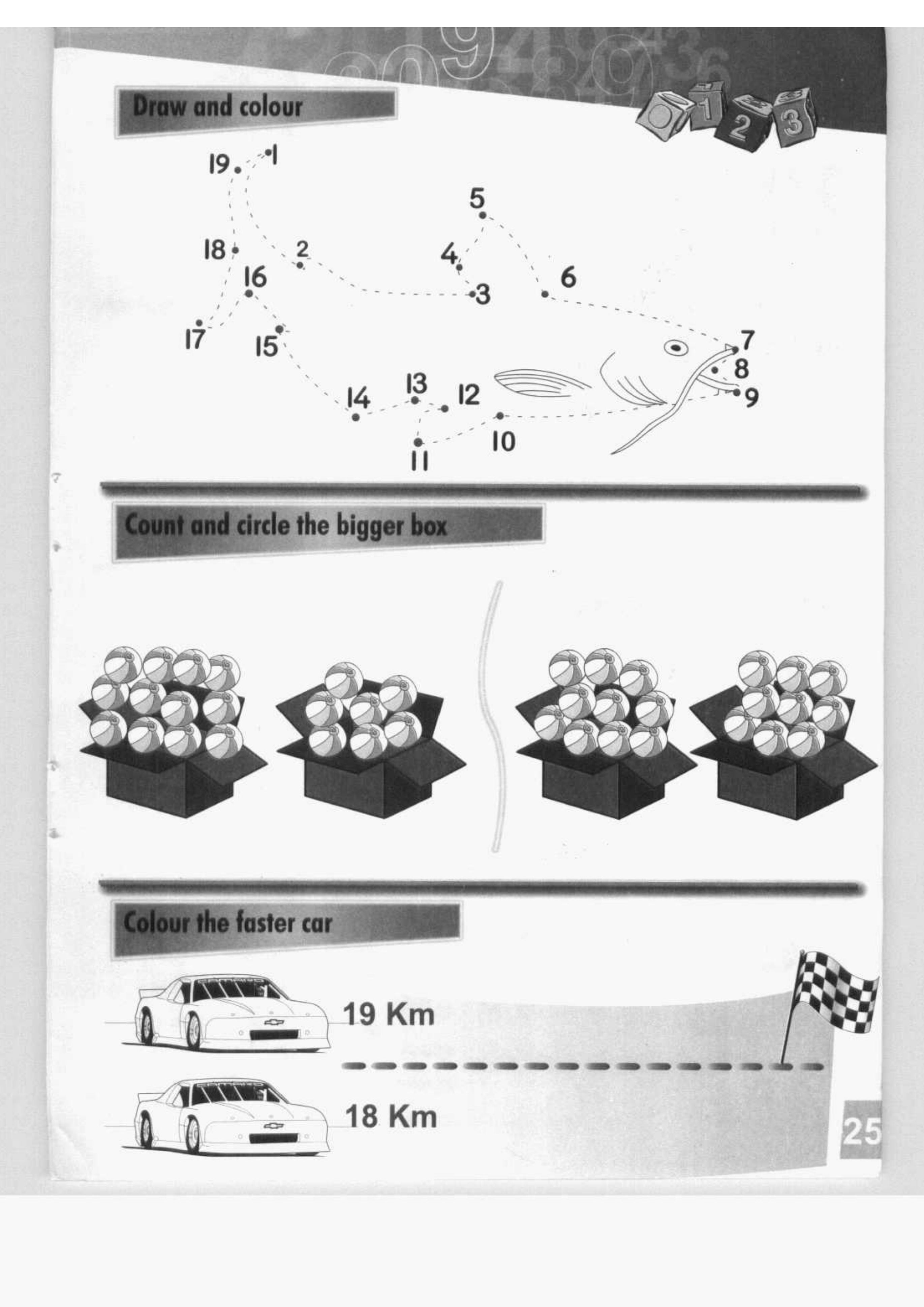
11 12 13 14 15 16 17 18 19

Trace and write

19 19

The number components




Draw and colour
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
Count and circle the bigger box
Colour the faster car
19 Km
18 Km

20

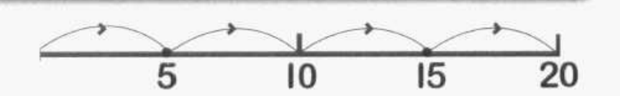
1 2 3 4 5 6 7 8 9 10

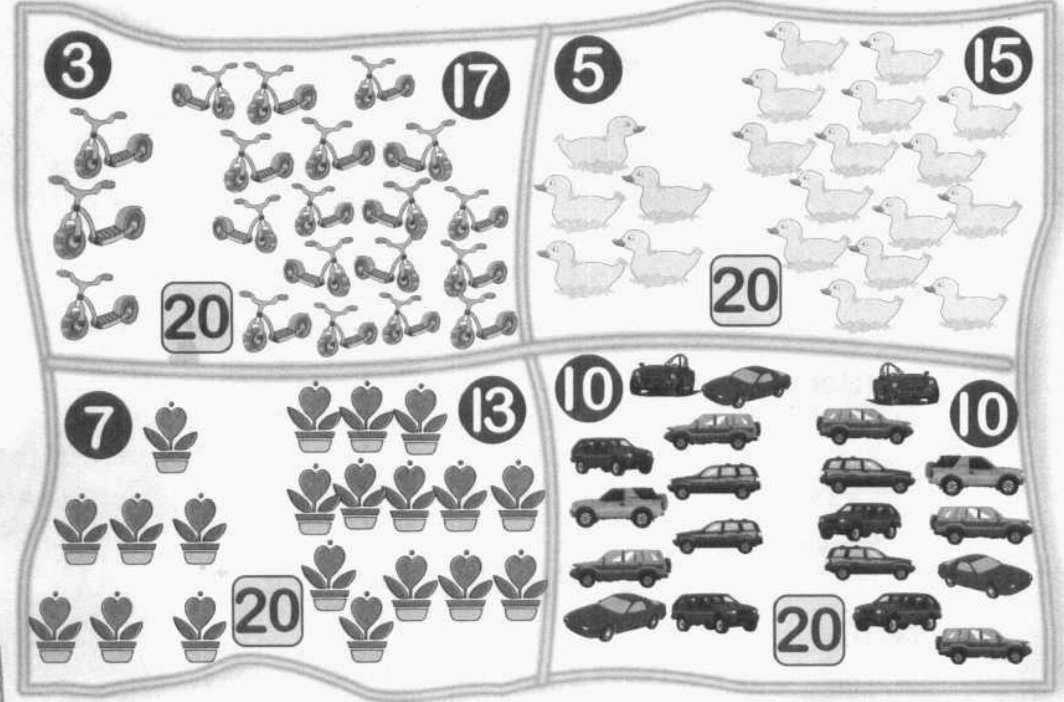
11 12 13 14 15 16 17 18 19 20

Trace and write

20 20

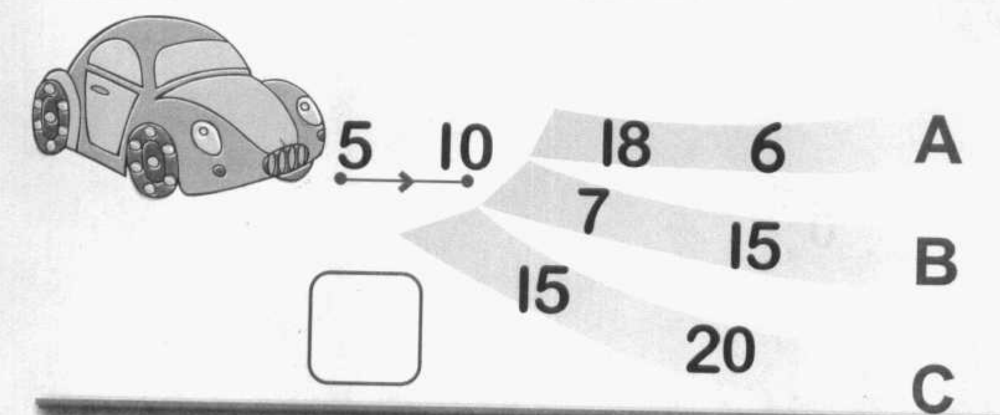
The number components





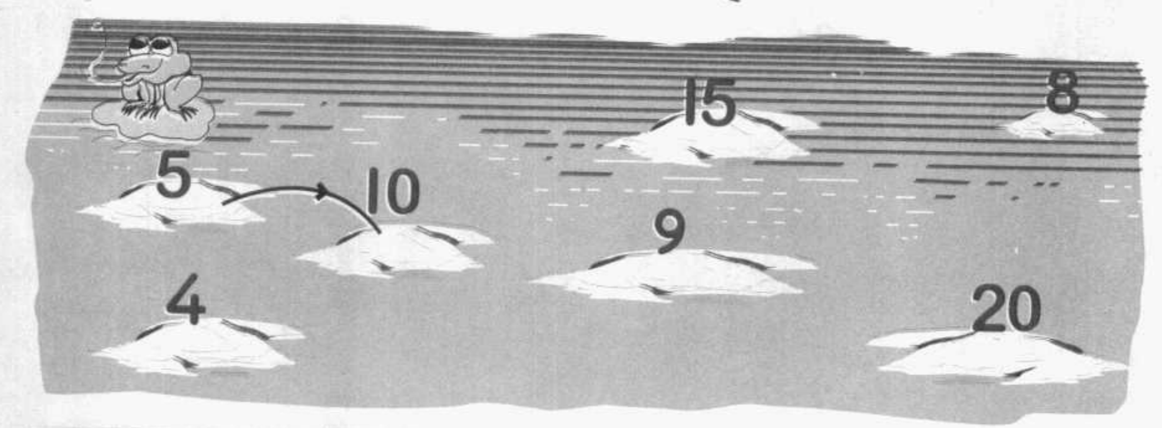


Which road the car will go (A or B or C)

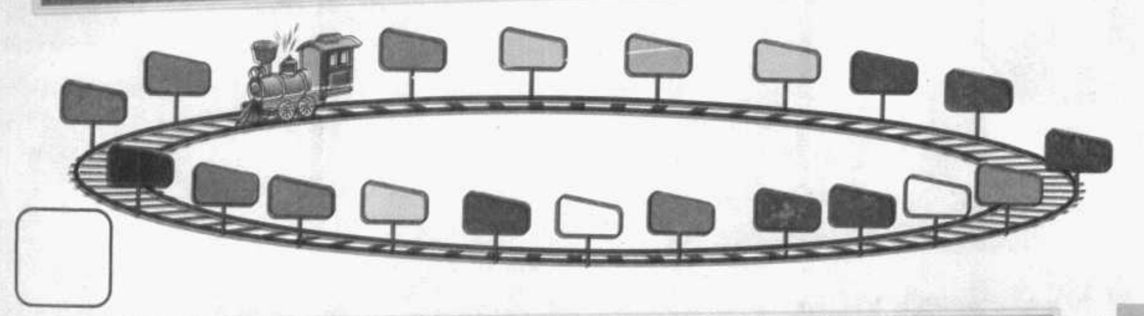


Colour the land the frog will jump on

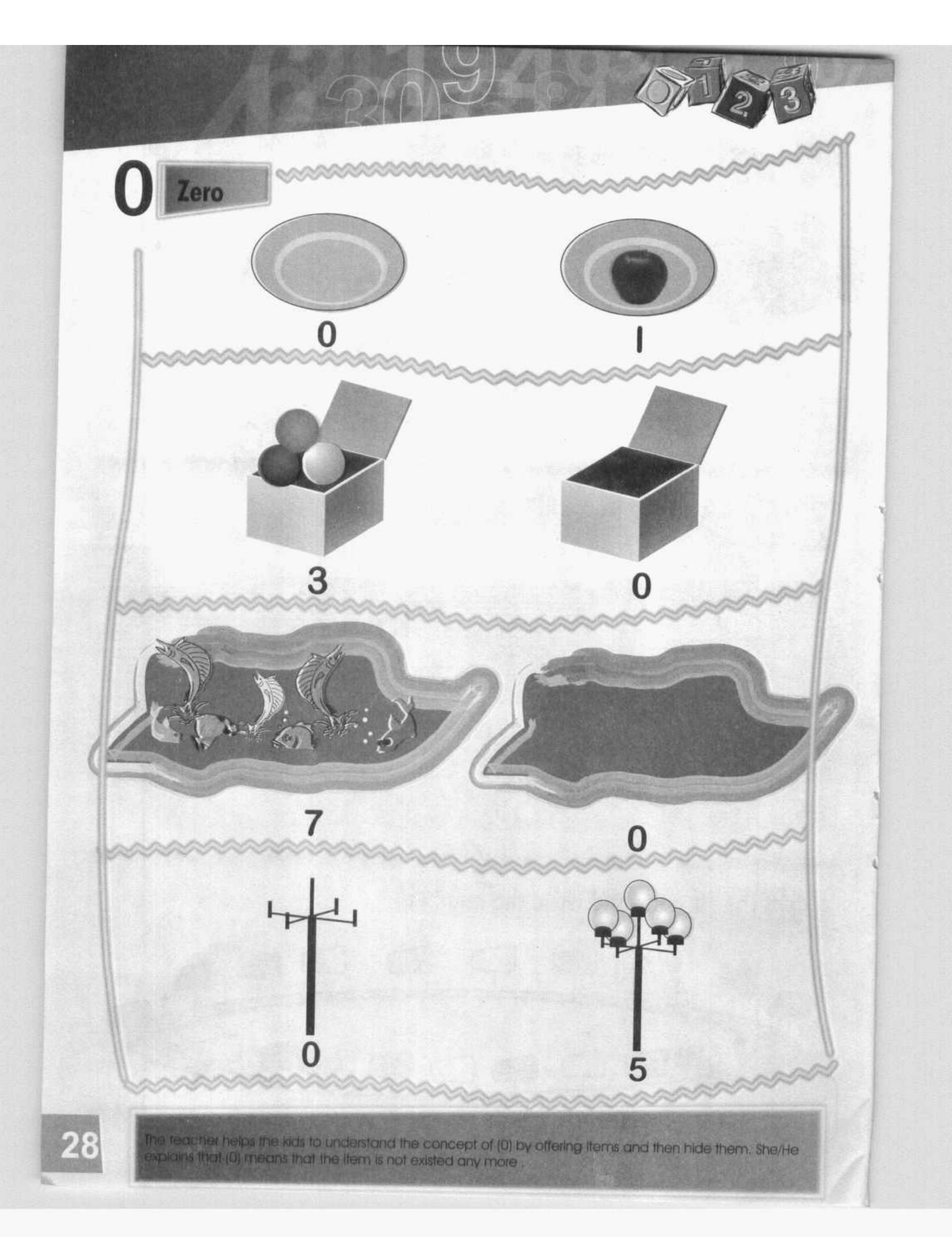




Count the stations and write the number



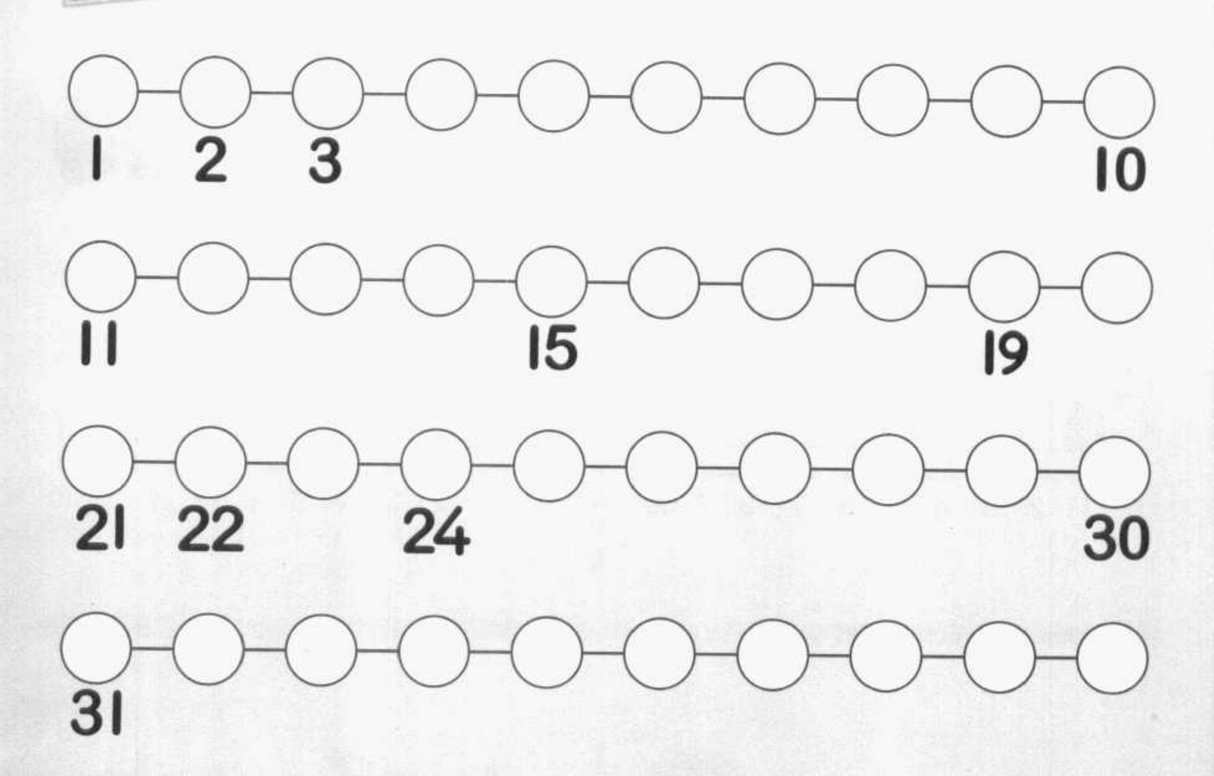
The teacher will help the child to count in 5th. The car will go in road c (5,10,15,20) and the frog will Jump on (5,10,15,20) in sequence.



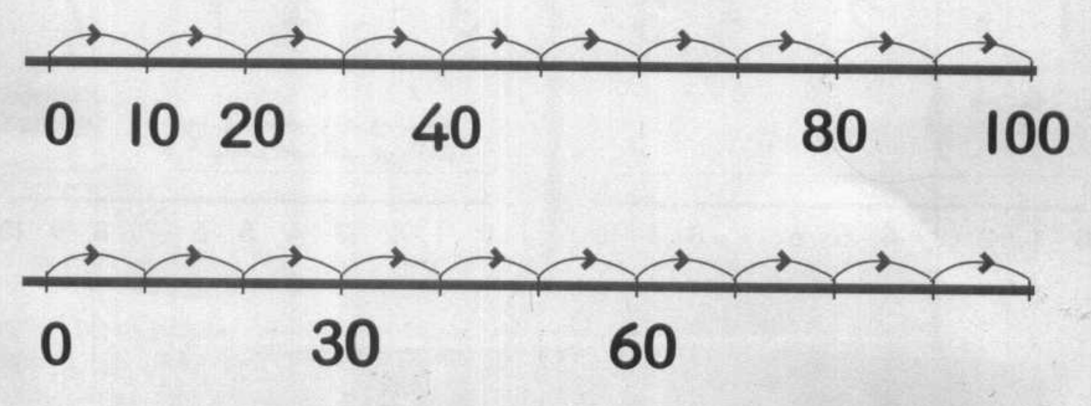
The teacher helps the kids to understand the concept of (0) by offering items and then hide them. She/He explains that (0) means that the item is not existed any more .



Count to 40



Count in 10th



Addition

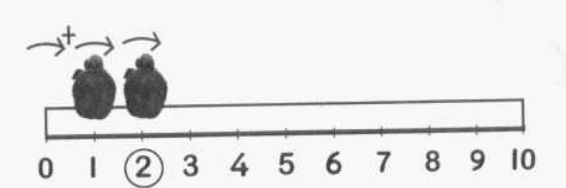
0 + 🍎 = 🍎

0 + 1 = 1

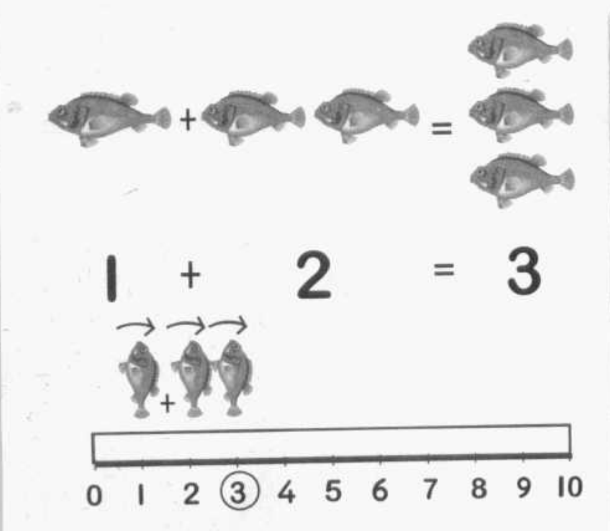
0 ① 2 3 4 5 6 7 8 9 10

0 + 🍎🍎 = 🍎🍎

0 + 2 = 2

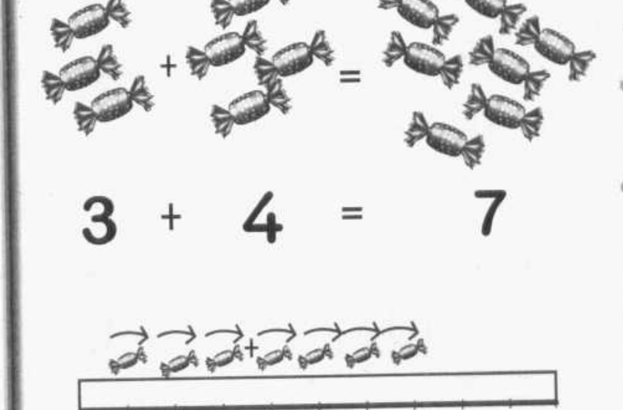


0 1 ② 3 4 5 6 7 8 9 10



1 + 2 = 3

0 1 2 ③ 4 5 6 7 8 9 10



3 + 4 = 7

0 1 2 3 4 5 6 ⑦ 8 9 10

The teacher encourages the kids to use the line number in making addition to help them realizing the addition concept. He explains that in addition the arrows must be in the same direction (from left to right). He can make use of fingers in the addition process.

Add



1 2 3 4 5 6 7 8 9 10

2 + 2 = 4

3 + 2 = ☐

4 + 3 = ☐

1 + 5 = ☐

5 + 4 = ☐

7 + 3 = ☐

2 + 8 = ☐

Count and write the result

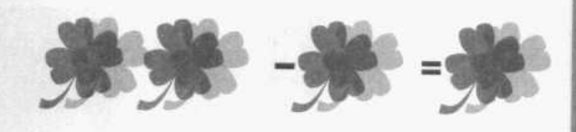
5 + 4

4 + 3

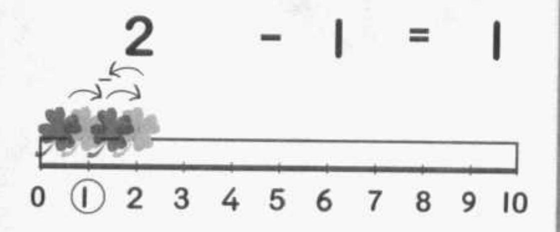
4 + 2

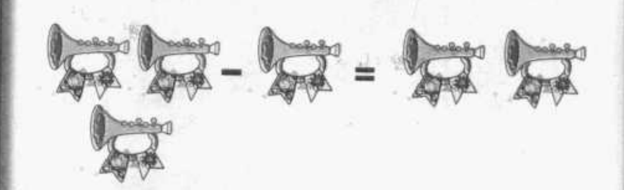


Subtraction

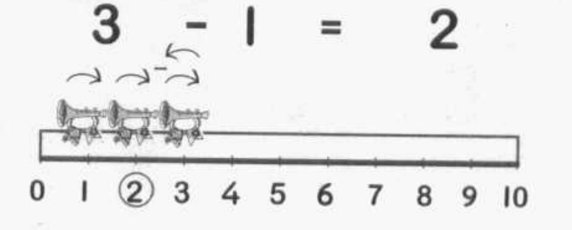


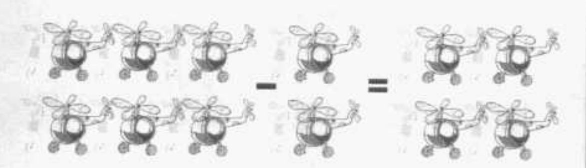
2 - 1 = 1



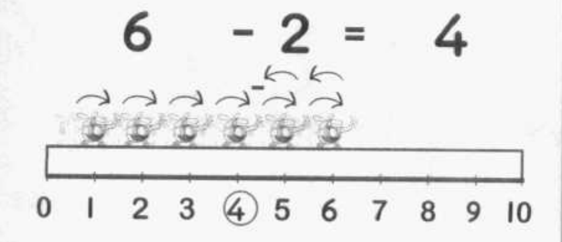


3 - 1 = 2





6 - 2 = 4





7 - 5 = 2

0 1 ② 3 4 5 6 7 8 9 10

The teacher will practice the children to use the line number to make subtraction in 2 ways, either by using arrows in the reverse direction or by check (x) from right to left.



Subtract



3 - 1 = 2

5 - 3 =



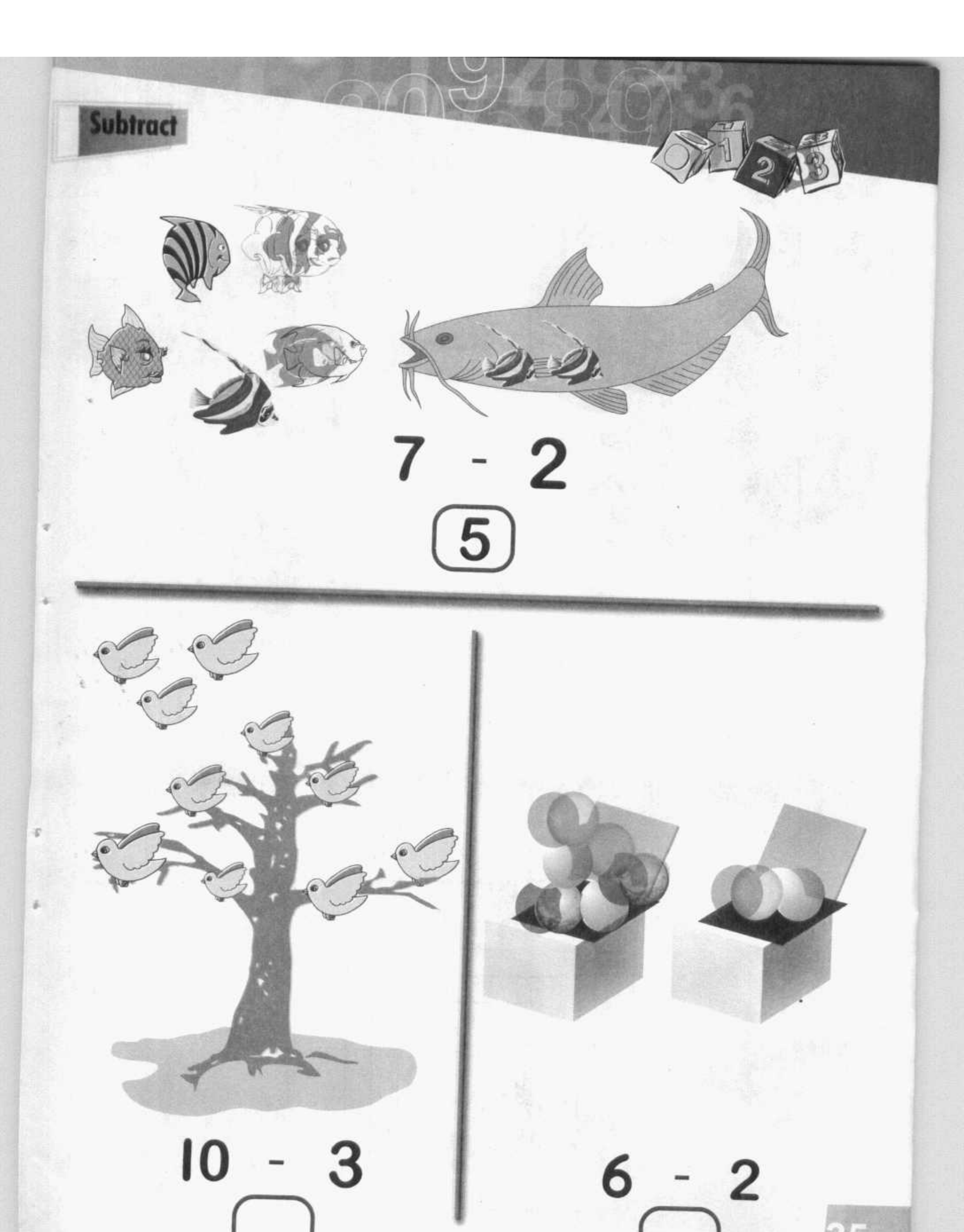
7 - 3 =

9 - 2 =



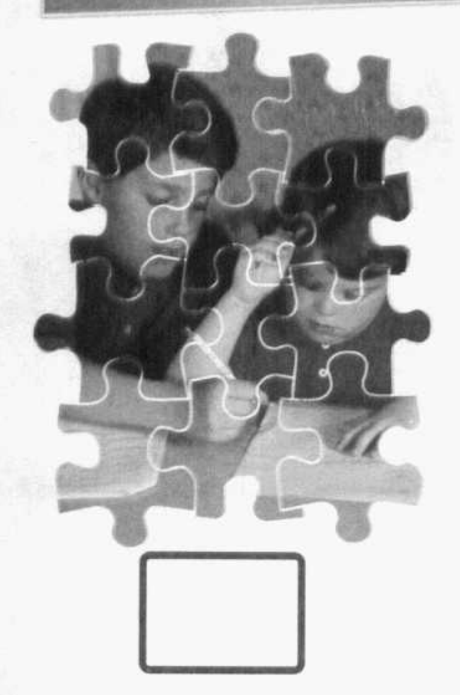
10 - 4 =

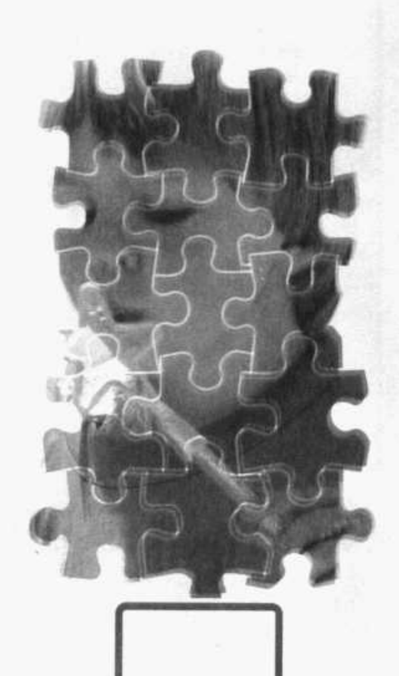
8 - 3 =


Subtract
7 - 2
5
10 - 3
6 - 2

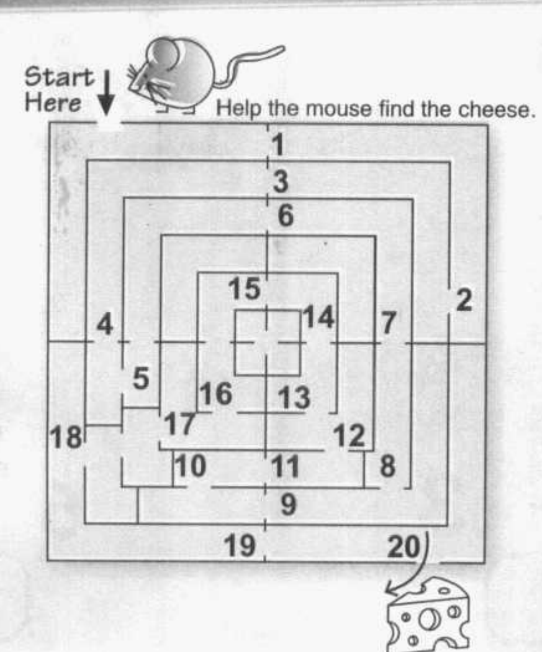








Follow numbers in sequence to reach the mouse to cheese



Count the number of children and birds, then make addition



☐ + ☐ = ☐



Add using the line number

$3 + 4 = 7$

0 1 2 3 4 5 6 7 8 9 10

$6 + 3 =$ ___

0 1 2 3 4 5 6 7 8 9 10

$4 + 2 =$ ___

0 1 2 3 4 5 6 7 8 9 10

$7 + 3 =$ ___

0 1 2 3 4 5 6 7 8 9 10

Subtract using the line number

$5 - 3 = 2$

0 1 2 3 4 5 6 7 8 9 10

$9 - 4 =$ ___

0 1 2 3 4 5 6 7 8 9 10

$6 - 2 =$ ___

0 1 2 3 4 5 6 7 8 9 10

$10 - 5 =$ ___

0 1 2 3 4 5 6 7 8 9 10



Count the eggs each hen lays

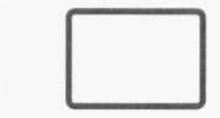












Colour the bigger number in each



16	19	15	14
20	18	3	13



Add or subtract (+ or -)

6 [+] 2 = 8

8 [ ] 3 = 5

4 [ ] 5 = 9

3 [ ] 4 = 7

9 [ ] 3 = 6

5 [ ] 2 = 3

10 [ ] 5 = 5